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ABSTRACT

Fourth-grade students in one elementary school were administered a listening inventory, the Listening Composite section of the Test of Language Development-Intermediate, and a questionnaire "Are You a Good Listener" to assess their listening skills. The results showed that students lacked listening skills and did not have adequate knowledge and methods of effective listening. This lack of listening skills appeared to result in reduced understanding of lesson content and reduced learning. A practicum was designed to assist students in acquiring adequate listening skills. A listening acquisition program was developed and a guidance approach to listening training was applied. The program, which was provided to 28 fifth-graders, focused on a combination of interactive communication techniques. Listening activities including reading, writing, speaking, listening, play, drama, art, and role play. The program's objectives were to have students understand a sequence of instructions to be followed, learn listening standards, learn to listen with purpose, increase their attention span, and learn to respect the listening rights of others. Although some of the students did not meet all objectives, the results indicated that all of the students benefitted from the program in some way. Students acquired effective listening skills and improved both their academic performance and their social skills. The questionnaire and assessment sheets are appended. (NB)

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Improving the Listening Skills of Fourth Grade Students Through a Multifaceted Guidance Approach and Active Listening

by

CAROL BARMOR

Cluster XXXV

A Practicum I Report Presented to the Ed.D Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

NOVA UNIVERSITY

1991

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This practicum report was submitted by Carol Barmor under the direction of the adviser listed below. It was submitted to the Ed.D. program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved.

Date of Final Approval of Report

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CHAPTER I

Introduction

Description of Community

The school in which the practicum was conducted is in an urban community located in a metropolitan city in the midwestern United States. The community has a population of approximately 1,166,600 residents. Although the city has made industrial and technological progress, it is known as one of the country's leading grain makers and as a major livestock and meat processing center.

The city is best known for it's world famous annual event involving car races, which takes place in a stadium racetrack. This event is a tourist attraction in the area and has contributed to many automobile improvements. The first event was held in 1911 and set a Memorial Day tradition of the largest sporting event in the world. The city has kept this tradition since then, but lost its automobile industry due to inadequate navigable waterways for transporting steel and coal more economically.

The socioeconomic situation of the community varies in the different parts of the city, ranging from wealthy, high class to low income class, or poverty. In general, the socioeconomic make up of the community can be described as middle class.

The Writer's Work Setting and Role

The work setting was a fourth grade classroom in an elementary school within a large and wealthy school district, located in the midwest part of the metropolitan city, near the airport, not far from the racetrack stadium. Many businesses, industries and the airport support the school district and provide additional funds.

The school was built in the early 1950's and served as a school house, with one classroom for all grades, and one teacher. At that time, the area was all country, with many gardens, greenhouses and nurseries. With the growing of the city, businesses and industry moved in and the area changed. This growth led to the moving of many families into the area. In 1971, the current school building was built. The building housed students from two schools, and it's

population was approximately 600 students, enrolled in grades Kindergarten through 8. Today, the school has a student population of approximately 575 students, enrolled in grades Kindergarten through 6. The racial percentages consist of about 75% caucasian and about 25% black. Black students were first enrolled in the school in 1971.

The socioeconomic make up of the students has also changed, the higher income families have moved out and lower income families have moved in. Today, the average socioeconomic make up of the students ranges from low middle class to poor.

Although the average cost of a single home in the area is about $40,000, many families can not afford a single home. The majority of the students live in apartment buildings and in trailers, within the school vicinity; others reside in government supported housing projects. About 50% of the students come from families who are eligible for welfare, ADC, free lunches and discounts. The low socioeconomic status of the school's population seems to have an impact on the students' learning. Many students are in need for special services such as: LD, Chapter I, at-risk speech therapy, psychological and counseling services.

There are three special education, mentally retarded (MR) classrooms in the building.

The twenty three fourth grade students who participated in the practicum were a typical sample of the whole school population.

The writer's association with the school began one year ago, when she was hired by a mental health agency, which is affiliated with a local hospital, as a psychiatric social worker, to provide counseling services to the school. Prior to this position, the writer was a school consultant for emotionally handicapped elementary students. The writer is also a school psychologist and a teacher. The counseling services which the writer provides to the school include: individual, group and family counseling, classroom observations, family contacts, home visits, and medical checks.

Chapter II

Study of the Problem

Problem Description

The emphasis in education is on understanding of verbal expression and vocal communications; both of them involve listening and attention. Nevertheless, elementary text books and elementary teachers did not teach listening skills. Fourth grade students, who according to the findings of Higbee-Mandlebaum and Wilson (1989) spent about 50% of their time in school on listening, lacked listening skills. This was a long lasting problem in education.

Traditionally, teachers do not separate hearing from listening. They assume that pupils who can hear also have listening ability. Actually listening is more complex than hearing. Listening is a broad issue, therefore it is important to clarify what it means. In this problem solving experience listening was defined as "a skill which involves the following components: ability to hear noises, auditory perception, the ability to attend to sounds that convey a message.

auditory comprehension, memory, and appreciation of sounds" (Northon, 1985 p. 76).

The writer noticed that elementary school teachers experienced problems in teaching as a result of their students' poor listening skills. Many teachers have expressed their frustration of presenting lessons to students who were "tuned out" and would not listen during classes. Frequently teachers complained that students displayed some attitudes and behaviors which interfered with their listening and understanding. It was the writer's opinion that while listening, students "tuned out" and became engaged in thinking about the teacher's true motives, judging what the teacher said, or thinking of what the teacher should be doing or feeling.

In conclusion, the problem addressed by the practicum was that fourth grade students lacked listening skills and did not have adequate knowledge and methods of effective listening. The lack of listening skills would manifest itself in student's hearing sounds to which they were not actively listening, in other words "tuned out" during classes, and in reduced understanding of the lesson content.

Problem Documentation

To support the existence of the problem mentioned in the previous section, the writer administered an inventory composed by Dr. Bettie Youngs (1984). Twenty one students responded to the inventory, three were absent. The results of the inventory are listed in Table 1.

Table 1

The Results of B. Youngs' listening inventory

Questions			No. of Yes Answers	No. of No Answers	NA
1. Do you ever turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say?	Y	N	8	12	
2. Can you tell from a person's appearance and delivery that he/she won't have anything worthwhile to say?	Y	N	5	16	
3. When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately, either in your own mind or by interrupting the speaker?	Y	N	13	8	

Table 1 (continued)

Questions			No. of Yes Answers	No. of No Answers	NA
4. Do you listen primarily for facts rather than ideas when someone is speaking?	Y	N	15	6	
5. When somebody's talking to you, do you try to make him/her think you're paying attention when you're not?	Y	N	3	18	
6. When you're listening to someone, are you easily distracted by outside sights and sounds?	Y	N	15	6	
7. Do you go out of your way to avoid hearing things you feel will be too difficult to understand?	Y	N	6	14	1
8. Do certain words, phrases, or ideas prejudice you so that you cannot listen objectively?	Y	N	10	11	
9. You thin about four tiaes faster than a person usually talks. Do you use this excess tiae to think about other things while you're keeping general track of the conversation?	Y	N	11	10	

The results of the inventory indicated that the fourth grade students lacked effective listening skills. In response to question #3, 13 students revealed that they were motivated to listen, but they also had a tendency to interrupt the speaker. Fifteen students responded positively to questions #4, thus indicating that they ignored new ideas. Eighteen students responded negatively to question #5, suggesting they were not courteous listeners. Fifteen students responded positively to question #6, indicating that they were easily distracted by noises and sights. Listening comprehension, or the ability to get meaning from listening (ranging from a factual understanding of the main idea, to the ability to critically evaluate what was heard), also presented a problem for many students. Fourteen students admitted they had such a problem by responding negatively to question #7. The students' responses to questions: #1, 2, 8, and 9 revealed that some of them had developed an awareness of effective listening skills.

The students were also administered the Listening Composite section of the Test of Language

Development-Intermediate (TOLD-I), as a pretest (see Appendix A). The TOLD-I is a measuring device designed to assess expressive and receptive language competencies.

The TOLD-I consists of six subtests. Grouping of various subtests forms five composites. One of the five composites is the listening composite which is formed by grouping of the characteristics and grammatic comprehension subtests. Both subtests measure speaking and listening abilities. Table 2 summarizes the results of the TOLD-I listening composites.

Table 2

The results of the TOLD-I Listening Composite

Quotient	Number of Students	Classification
90-94	3	Near average
80-89	10	Above poor
67-79	8	Poor

The TOLD-I Listening Composite provided documentation for the problem of lack of listening skills. An analysis of the test scores revealed that all of the students' listening skills were below average. Only three out of 23 students obtained a score within the range of 91-94 and were classified as having listening skills near average range. Ten students out of 23 scored within the "above poor" range. Eight students out of 23 obtained a score within the range of "poor".

The students were also administered a pretest questionnaire "Are You a Good Listener" (see Appendix B). The results of the questionnaire are listed in Table 3.

Table 3

The results of the "Are You a Good Listener" Questionnaire

Score range	Number of Students	Classification
75-100	14	Good listener
50-75	4	Average listener
0-50	2	Poor listener

It was noted that many students scored the questionnaire by themselves and were able to determine whether or not they were good listeners. The results of the questionnaire indicated that 14 out of 20 students (3 were absent) perceived themselves as "good listeners", four out of 20 students considered themselves as "average listeners", two students, out of 20, scored within the "poor listeners" classification. All of the students' scores ranged from low 36 to high 100. It was the writer's impression that most of the students had tried to "fake well", and presented themselves in a positive way. As a matter of fact, a taped interview (see Appendix C), which was done in order to assess their listening needs, revealed that while most of the students knew the standards of listening, they expressed a wish to improve their listening skills.

In summary, the results of the inventory, TOLD-I, the questionnaire and the responses of the students to the needs assessment provided evidence that the students lacked listening skills.

Causative Analysis

The problem of students' lack of listening skills had many causes. The factors that caused the neglect of the students' listening skills were attributed to three partners of the educational process, namely, the school, the students, and the parents. The school may have been the most important cause of this problem. Curriculum materials fail to integrate communicative and listening skills in the school's daily program. This writer examined elementary text books and teachers' manuals and found that they contained a few listening activities. While observing students in their classroom, the writer noticed that students were required to speak, read and write, but not to listen. Listening instructions were limited to a few words: "pay attention" and "listen carefully", but there were not many opportunities to develop listening skills. The writer believed that teachers considered listening as a naturally developed skill and did not provide opportunities for listening training because they assumed that the students heard and understood them.

The writer also noted that teachers tend to speak and emphasize speaking. Many teachers tend to preach and lecture, instead of listen. In addition, teachers were pressured by their principals to teach a certain amount of information within a relatively short period of time. Teaching a new skill requires more time. Many teachers reported that their class schedule was overcrowded with essential materials and did not allow time to teach a new program for skill development (Backlund, 1985). Another possible cause to the neglect of listening skills was the lack of teacher training in the area of listening skills.

The second major cause of this problem was attributed to the students' deficit in the area of listening skills. They have learned to "tune out" by blocking sounds and noises as a result of the circumstances in their environment. Although the advanced technology and media emphasized listening by encouraging the use of audio and audiovisual instruments (radio, TV, etc.), students did not value what they heard and "tuned out" because they were bombarded with useless information, and acquired bad

listening habits out of school. Teachers also contributed to the development of poor listening habits by paying attention to the students' negative listening habits, instead of paying attention to positive listening habits. In this manner teachers reinforced the development of bad listening habits. In addition, almost in every classroom there were students at risk for academic failure. These students were often engaged in day dreaming, talking and noise making; in other words, they displayed behaviors which interfered with their listening and the listening of others.

Parents were the third cause of the problem. Since in most families both parents have to work outside the home to make a living, they were too busy to listen to their children. Many parents do not even take time to talk with their children, and when they finally find the time to talk, they preach and emphasize speaking instead of listening. Many parents provided their children with a negative role model of poor listening. In contrast, students who had an attentive listener, a parent, or an adult, interested in what they had to say, could become good listeners and successful learners.

The Related Literature

The review of the related literature provided more knowledge and insights into the problem and showed that there were a number of methods which could lead to the improvement of listening skills. Only recently, listening instructions have become a major concern of researchers and educators. Backlund (1985) noted that in spite of the fact that speaking and listening abilities formed a central part of our humanity, this fact was not reflected in most educational effort in the elementary school. Backlund also pointed out that the Speech Communication Association (SCA) and a wide range of other agencies and commissions stressed the need for effective speaking and listening at all educational levels.

Kristo (1983) argued that some children are "lost" in the school system. It was not clear to her how children have managed to complete three (or more) years of schooling without developing communicative competencies in reading, writing and speaking, without listening to instructions. Youngs (1984) was also

concerned about the difficulties that children experienced in their relations with peers and adults. Youngs found that children's interpersonal relations were affected by the lack of listening skills. She believed that the acquisition of adequate listening habits would reduce stress in human relations. Higbee-Mandlebaum and Wilson (1989) advocated the importance of effective listening skills, because listening skills are crucial in education. They noted that listening skills are not systematically taught in schools and therefore many students did not learn how to listen. The literature provided different reasons for the students' lack of listening skills. One reason was that teachers were not aware that their messages were not clear to the students. Since teaching is a communicative interaction between teachers and students, and/or students and students, in which speaking and listening are involved teachers' messages should be clear. As listeners, it is the students' task to decide whether the speaker's message has been informative, or uninformative. Sonnenschein (1986)

found that the age of the speaker affected the child's communication. According to her, children not only vary their style of speech based on their listener's age, but they also vary it depending on what they believe their listener knows. Sonnenschein also found that children can evaluate incomplete messages easily, but they have difficulty evaluating ambiguous and inconsistent messages, because they tend to believe that adults are smarter and therefore, better communicators. In order to become effective communicators, both teachers and students should give messages that reflect the demands of the task and become sensitive to their listener's needs and abilities (this is known as the "Listener Rule").

Another reason for the problem was the lack of understanding of the act of listening. Higbee-Mandlebaum and Wilson (1989) adopted Taylor, Molvin and Coakley's explanation of the act of listening. They believed that the act of listening could be divided into three steps: the first step is hearing, the second step is attending, and the third step is assigning meaning, to what is heard, and understanding messages. The third step is the most

complicated one, because it involves cognitive strategies, memory, categorizing of information, and interpretation of information. All these strategies offered insights into the thinking process and indicated that listening is a complex act which involves listener and speaker competence. Feagans and Short (1986) found that learning disabled (LD) pupils differ from non LD pupils on referential communication in terms of listener competence and speaker competence. In the learning process the speaker could control his speaking, but there was strong evidence that the listener could also control the input of communication, stop the flow of information by "tuning out" and still remained visually involved in the communication process. Funk and Triplett (1972) explained that TV and radio bombard their audience with information and children are unable to appreciate and evaluate what they listen to, so they simply "tune out."

The literature suggested indirectly that the curriculum was responsible for the lack of listening skills. Backlund (1985) contended that the elementary

curriculum should prepare students to function in a competent life by emphasizing the development of communication skills of speaking, reading, writing and listening.

Since listening is not an innate ability it must be taught. Many researchers found that listening skills could be taught systematically and/or remediated successfully. Elliott-Faust, Pressley and Olecki (1986) stressed the importance of training third and fourth graders to generate a clue for an imaginary listener that would allow the listener to know which of two similar words was the referent. Differences between complete and partial instructions were also found. When instructions better specified the optimal processing, the treatment gains were greater. This point holds for generalization of memory encoding strategies, application and maintenance of monitoring strategies. Clark, Wilihnganz and O'Dell (1985) suggested several strategies for teaching fourth graders communication in order to develop listening skills. They contended that people possess psychologically oriented constructs for perceiving

other individuals, and therefore they tend to be skilled communicators. Teaching children communicative strategies should improve their performance on the circumstances when it is appropriate to apply the strategies.

The review of the literature concluded that in order to perform well in school, students should develop language competency skills such as: understanding sequence of directions, communicating the steps in a sequence to others and rephrasing verbal messages.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Statement of Goal and Expectations

The development of effective listening skills is an important mode of learning which could lead to students' present and future successful academic performance. Therefore the goal of this practicum was that fourth grade students would gain adequate listening skills.

Since listening is such a broad and complex skill, the writer chose five objectives to help students acquire adequate listening skills.

Behavioral Objectives

The following objectives were projected for this practicum:

1. Students will understand a sequence of instructions to be followed, as measured by attaining a score of 90% in understanding

sequences of instructions, on the Robert Mancuso "Question the Direction - Lines and Circles Work Sheet".

2. Students will learn listening standards such as sitting quietly, listening with eyes and ears, looking at the speaker and thinking with him/her and clearing desk, as measured by attaining a score of 75 or better on the "Are You a Good Listener questionnaire"?
3. Students will listen with purpose (for main ideas, details, facts, or opinions), as measured by attaining a quotient score within the range of 105-120 on the TOLD-I Listening Composite.
4. Students will increase their attention span and behavior as measured by attaining a percentile of 90 on the Visual Aural Digit Span (VADS) test by Elizabeth M. Koppitz.
5. Students will learn to respect the listening rights of others, responding appropriately to the listening inventory of Dr. Youngs.

Evaluation Instruments

The first objective was to be measured by a work sheet "Lines and Circles" written by Robert Mancuso (see Appendix D). The work sheet contains several boxes with words in them, the students were to be given oral mixed directions. This type of measurement device was chosen because it would allow the students and the instructor to become aware of unclear directions which they could not follow. It also would evaluate the students' ability to understand and follow a sequence of instructions.

The second objective was to be measured by using a listening questionnaire (see Appendix B) which has a built in Lickert scale. This type of measurement device was chosen because it would allow the students to rate their actions and at(tude towards listening. This questionnaire involves listening standards.

The third objective was to be measured (as a pretest, only with the first group) by the TOLD-I listening composite (see Appendix A). This measure was

chosen because it would focus on details and facts which are related to listening. The third objective was to be measured by the listening questionnaire and the listening inventory (with second group).

The fourth objective was supposed to be measured by the Visual Aural Digit Span (VADS) test (see Appendix E) which uses a number stimuli consisting of one to nine digits in a sequence. This measuring device was chosen because it measures short term memory and processing integration and sequence.

The last objective was to be measured by Dr. Youngs' listening inventory (see Table 1) which contains nine questions and has a built in forced choice (yes or no) answers. This inventory was to be administered at the beginning of the implementation. However, at the end of the implementation period, as a result of the listening activities the students should respond more adequately.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Possible Solutions

The instruction of listening and communicative skills is a crucial part of any academic subject matter and learning program. A review of the literature reveals a number of methods which could be used to meet the needs of students in schools. The majority of these possible solutions focused on interactive communication. Researchers believed that specific examples of the reflection of receptive and evaluative skills in the home, in school and in the community, should be developed. In addition, they claimed that curriculum materials should emphasize the practice of listening and should integrate the four components of communication: reading, writing, speaking and listening in the daily programs (Kristo 1983, Backlund 1985 and Short 1986).

Several possible solutions were reflected in literature, some directly and some indirectly. Methods and learning strategies which are related to the

instruction of language arts, such as creative writing, discussions, reading and drama, were among the solutions suggested. All of the above mentioned solutions stressed the interaction between the speaker and the listener. These solutions also provided opportunities for developing listening skills. Kristo (1983) suggested the use of a reading strategy which encourages students to select reading books based on their personal interests in different topical areas such as: biology, history, etc.. Daiute (1986) recommended the use of collaborative writing as a method of teaching listening skills. Daiute found that students could benefit academically and socially from listening to one another while composing stories in collaboration and trying alternatives together. Collaborative writing is a language arts activity which stimulates speaking and listening. Teachers should enhance listening, and at the same time, enhance learning through collaborative written assignments. In this manner teachers would enable their students to exchange information in many explicit ways. Collaborative writing also involves story telling. These two activities enhance communication between the

written words and the listener and combine imagination and listening.

Play was another suggested strategy which combines imagination and listening. Play like any language arts activity provides children with opportunities for trying out unfamiliar ideas, and for using language and listening skills (Daiute, 1989).

Listening to dramatization and the use of drama by teachers could also improve listening skills. O'Neill (1989) emphasized the importance of dialogue and drama as a teaching strategy which focuses on speaking and listening skills training. O'Neill advocated the use of dialogue and drama because they enable students to "recreate themselves as listeners and as speakers in a new classroom script" (p. 530).

Another possible solution to the problem was the development of effective verbal communication. Sonnenschein (1986) explained that the speaker needs to give messages that reflect his own expectations as well as the needs of the listener. This solution could be adopted by many teachers. Through the use of redundant messages teachers would improve the listening and communication skills of all students. Elliot-Faust and Dalecki (1986), in their discussion of the three

components of optimal strategy for a referential communication task, provided evidence that exposure to good clues during training and sufficient cuing enabled children to execute processes used by older and more sophisticated thinkers.

Children not only benefitted from complete and specific listening training, they also benefitted from explicit instructions in communicative strategies (Clark et al. 1985).

In summary, the solutions to the problem of fourth grade students' lacking listening skills were based on methods of improving communication and language arts. An examination of all the above described solutions revealed that they all had one component in common: they suggested that instructions of listening skills should be provided.

The writer believed that integrating the four components of communication: reading, writing, speaking and listening, in the daily program was the best solution. This method provided an important practice for teaching listening skills. Since reading, writing and speaking are emphasized in curriculum materials, the development of listening skills was the focus of listening training.

The use of dramatization, role play, visual imagination and games, also had great merit; they made the teaching of listening skills more interesting and joyful. In this manner the external conditions were manipulated to increase the students' concentration and guide their attention.

The solution which suggested the use of redundant messages and explicit instructions in communicative skills also had benefits to it. Specific examples of how redundant messages and explicit instructions are received and evaluated at home and in school should be taught. Providing sufficient cuing while teaching listening skills would enable the students to become aware of their behavior. They should learn to interpret and decode messages, thus possess an idea or an image of what the speaker wants to share. Understanding of verbal communications and redundant messages should lead to internalization of listening skills. Paying attention to a message and understanding messages should be followed by an evaluating process. Students should learn to evaluate messages and decide whether to agree or disagree with them.

Description of Selected Solution

The solution to the problem of fourth grade students' lack of listening skills was based on several methods and strategies for instructing listening skills, which have been described in the previous sections of this paper. Specifically, the listening acquisition program consisted of selected strategies of listening activities which were based on a guidance approach. Reliable studies done by numerous researchers provided several strategies. Since these solutions worked for the researchers and because they were related to the writer's work setting, it was the writer's belief that these techniques, when adapted to meet the needs of the students, would also work for her.

The first area from which methods and strategies were selected was the use of the four components of communication, or language arts: reading, writing, speaking and listening. This part of the solution was chosen because the four components of communication are among the daily classroom activities. Reading of stories and poems, creative and collaborative writing, discussions, speaking and listening all are activities

in which there is an interaction between the speaker and the listener. Therefore it was the writer's belief that a guidance approach to listening training would lead to the improvement of listening skills.

The second area from which methods and strategies were selected was the area of play and educational games. A variety of listening games related to several areas such as art, music, guidance and counseling were adapted and utilized. Listening to different sounds (including music), identifying sounds, puzzles, memory games (repeating numbers, words, sentences, messages and movements), attention and concentration games, "Ungame's", cutting and pasting, drawing and relaxation exercises. All these activities involved the entire class and/or small groups. This part of the solution was chosen to make listening acquisition fun and enjoyable. It should be noted that games were requested by fourth grade students. During the needs assessment interview (see Appendix C) one student expressed the interest of most students in play, he stated: "I think we should play, you know, play learning (games), you will play with us and teach us how to listen".

The last area from which methods and strategies were selected was drama. This part of the solution was carried out through listening to dramatization, role play of characters from stories, dramas, TV talk shows and real life situations. This enabled students to use their imagination and provided them with opportunities to learn from others and to socialize through the use of a guidance approach.

The writer believed that the selective combination of listening training from the three areas mentioned above was the most appropriate solution for the following reasons:

1) Students differ in their learning styles. Therefore the instructions of new skills should combine the three learning modalities (auditory, visual, kinesthetic) in order to meet the learning needs of all students.

2) A combination of strategies creates interest and motivation. The use of games, drama, role play, music and art create a special learning atmosphere.

3) The combination of various techniques for instructing listening skills allows more practice. In addition, the instruction of listening skills

could also be integrated in the curriculum materials and lead to the development of many other skills such as: communication, vocabulary, understanding, problem solving, thinking, imagination, creativity and readiness.

Based on these reasons the writer believed that the combination of different methods and strategies was the most effective solution.

The combination of numerous techniques for instructing listening skills also satisfied the goal of the practicum, which was to enable fourth grade students to gain adequate listening skills. This goal was accomplished through a guidance approach and listening activities. These strategies created a positive attitude towards learning and motivated the students to listen actively.

In summary, the principal, teachers and students recognized the need for listening skills acquisition and development.

Report of Action Taken

The solution used in this problem solving experience involved a fifth grade class of 28 students

in one elementary school in which the writer provides mental health services as an "at-risk" counselor. The writer gathered evidence for the proposal with a fourth grade class of 23 students who were a typical example of the whole school population. Since these fourth graders were promoted to fifth grade during the summer of 1990 they were divided in three different classes. The writer had to conduct the implementation with a group of fifth grade students, seven students out of the 28 were in the original group. The second group was very similar to the first group of fourth grade students.

The solution strategy began with an introductory phase. This phase was composed of three parts. First a discussion was led by the classroom teacher who explained to the students the importance of helping the writer with the practicum.

The next component of the introductory phase of the solution was a conversation with the fifth graders led by the writer. During this conversation the writer explained the importance of acquiring adequate listening skills and the students had an opportunity to ask questions.

Third, Dr. Young's listening inventory, the listening questionnaire and the work sheet were administered as pretests. The purpose of the pretests was to measure the students' attitude towards listening and their understanding of the different kinds of listening such as: listening for information, listening for communication, listening for conversation, listening to gain ideas and listening for understanding.

The instructions of the listening skills began after the introductory phase was completed. Although the writer believed that the instruction of listening skills should be integrated in the curriculum material, the writer's working conditions and the nature of her profession did not allow for such an implementation. Therefore the writer taught listening skills three times a week for thirty minutes, each session, over a period of twelve consecutive weeks.

The first part of the listening skills acquisition program focused on basic listening. The students became aware of their listening habits by listening to sounds in the building and by identifying sounds in their environment. In addition they learned to differentiate between active and nonactive listening

and between attentive and inattentive listening. Principles of effective listening and standards of good listening were also included. During this phase the form of the student listening chart (see Appendix G) was introduced. The purpose of this form was to enable the students to record their listening behaviors. It also helped them understand that hearing does not guarantee listening. Ambivalent pictures of the old and young lady, vases and faces, statements about listening, poems, games and discussions were also used for the same purpose. The students were asked to write their own listening sayings and to draw pictures. Their work as well as materials provided by the writer were displayed in a listening corner. At this phase the writer introduced primary and secondary reinforcers to encourage students to participate in discussions and to do extra work. This proved to be helpful, and motivated them to participate.

The next phase of the program concentrated on listening for understanding, for information and for directions. The activities used during this phase were chosen from two different areas. The first area was attention and concentration. The listening activities related to this area included: listening to a cassette

"Getting Ready to Listen": exercising how to ignore disturbances; how to use self control; toothpick concentration games and relaxation exercises.

The second area from which listening acquisition activities were chosen was understanding of specific instructions and following directions. Activities related to this area included: work sheets with various directions such as: mixed directions, unknown directions, lengthy directions, picture completion, cutting and pasting, paper folding, "Simon Says" and memory games. These activities aimed at listening for enjoyment. The students benefitted from these activities because they were applicable to other subject matters.

The third part of the program centered around communication. The listening activities for this phase were chosen from three different areas. First, activities concentrated on the speaker and on developing empathy with the speaker. For this purpose several listening games and discussions were used. Each student had to find a partner and talk about a time when someone would not listen to him/her. The students also learned to listen with a purpose for: details, information, facts, sequence of actions and

new ideas. "Ungames", stories and discussions were also used. The teacher was instrumental during this phase because she read the stories and became involved in games and discussions.

The second area from which activities were chosen was sending and receiving messages. The students learned to distinguish between "I" and "you" messages and to respond to messages consisting of verbal and visual stimuli. This activity proved to be very effective in improving communication and relationships. The students were encouraged to practice "I" messages at school and home. Many students reported successful experiences of using "I" messages and said that "I" messages helped them to get along with others. The teacher also liked this activity and said that it was very helpful.

A competition game of square arranging was also used. The teacher instructed half of the group to draw the square arrangement and the writer instructed the other half, then drawings were compared. This activity enabled the students to understand the importance of giving and receiving messages as part of communication. In, addition the students learned cues for listening to others and a trust key.

Dramatization was the third area from which activities were used. Activities related to this category included: story telling, role play, TV talk shows, games and discussions. The students were particularly excited about the "Phil Donahue" talk show and asked to repeat it constantly.

Another rating form which was introduced at this time was the student evaluation sheet (see Appendix F). The purpose of this form was to allow the students to concentrate on the speaker and to evaluate his/her conversation skills and was used as feedback.

The final phase of the program was evaluation. During this phase the students were re-administered Dr. Youngs' listening survey (see Table 6). Upon completion of this activity the students were administered the Lines and Circles Work Sheet (see Appendix D). "Are you a Good Listener" Questionnaire (see Appendix B) was also administered. The writer decided not to use the VADS test because it measures the students' ability for processing integration, sequencing and recall instead of attention span. Since all the above mentioned measuring devices also include attention and concentration they were also used for this purpose.

Chapter V

Results, Discussion and Recommendations

Results

The problem was that fourth grade students lacked listening skills. This problem has been known by many researchers for several decades, but it became the focus of their attention only recently. Backlund (1985), Kristo (1983), Youngs (1984), Highee-Mandlebaum and Wilson (1989) all cited concerns about this problem and suggested numerous methods and strategies for its solution.

The solution strategy utilized by the writer was a combination of several techniques from the following areas: communication, language arts, play and drama. Specifically, the solution utilized involved a variety of listening activities such as: reading, writing, speaking, listening, educational games and dramatization.

Objective number one was measured by Robert Mancuso's "Lines and Circles" work sheet which may be found in Appendix D. The students were instructed to

underline or circle words in boxes. The first objective, "students will understand a sequence of instructions to be followed, as measured by attaining a score of 90% in understanding a sequence of instructions, on the Robert Mancuso "Question the Direction, Lines and Circles Work Sheet" was met by 23 of the 25 students who completed the work sheet as compared to three of 25 students in the pretest. The two students who did not meet the 90% criteria of the posttest obtained a score of 85% which is very close to the standard set by the writer. These two students missed the criteria by five percent because they did not listen to one important part of the directions. This part instructed them to underline or circle words within a specific box. It should also be noted that directions were only given once, there were no redirections as compared to 23 students who did not meet the criteria in the pretest, even with redirections. Therefore, the fact that two students (in the posttest) did not meet the criteria for the first objective is not considered to be important. The writer was excited about the results

of the work sheet because the 23 students who met the criteria obtained a perfect score of 100%. as compared to three students only in the pretest. Such a high performance was not expected by the writer, because students have had many difficulties following directions, and were used to asking for redirections. Table 4 summarizes the pretest and posttest results of the "Lines and Circles" assessment device.

Table 4

The results of Question the Directions: Lines and Circles

Range of Percentile Accuracy	Pretest No. of Students		Posttest No. of Students	
	c#	uc#	c#	uc#
100	3	3	22	0
90-99	0		1	0
80-89	11	11	2	0
70-79	4	4		
60-62	2	2		
50-59	3	3		
below 50	2	2		

Pretest N = 25 Posttest N = 25

#c = the number of students who followed directions which are clear and reasonable

#uc= the number of students who followed unclear and unreasonable directions

Objective number two was measured by a listening questionnaire. This type of activity included questions related to basic listening skills and allowed the students to choose one out of five answers ranging from "almost always" to "almost never". The second objective, "students will learn listening standards such as sitting quietly, listening with eyes and ears, looking at the speaker, thinking with him/her, and clearing desk, as measured by attaining a score of 75 or better on the "Are You a Good Listener Questionnaire" was met by 19 of the 26 students who completed the activity, as compared to 12 out of 27 students in the pretest score. The writer set a standard of 75 or higher because of the classification of a "good listener". The eight students who did not meet this criteria scored within the classification of "average listener" as compared to 14 students in the pretest. An examination of their scores revealed that the scores of five (out of the eight students) were very close to the standard of 75 ranging from 70 to 73, as compared to one student in the pretest who scored within this range. Such a discrepancy is not

considered to be disappointing. The other three students scored within the range of 65 to 70. None of the students scored below 65 as compared to one student in the pretest. It is possible that the three students, in the posttest, have a less positive attitude towards learning and this measuring device reflects their attitude. In light of the fact that it is very difficult to change attitude, the fact that these eight students scored within the average range is considered to be worthwhile. In addition, compared to the results of the pretest the posttest results indicate a great improvement. The context of the questionnaire measuring device may be found in Appendix B. Table 5 summarizes the pretest and posttest results of the questionnaire.

Table 5

The results of the "Are You a Good Listener" Questionnaire

Score range	Pretest No. of Students	Postest No. of Students	Classification
75-100	12	18	good listener
50-74	14	8	average listener
0-49	1	0	poor listener

Pretest N = 27 Posttest N = 26

Objective number three, "Students will listen with purpose (for main ideas, details, facts, or opinions), as measured by attaining a quotient score within the range of 105 to 120 on the TOLD-I listening composite", was used only for gathering data for the proposal (see Appendix A and Table 2). The writer did not use this measuring device in the final evaluation phase for two reasons. First, the TOLD-I was designed to measure language development and is mainly used by speech

therapists. Although the listening composite measures speaking and listening abilities, it could only serve the purpose of providing evidence and for documenting the existence of the problem (based on the students' past learning experiences and achievements). Since the writer did not instruct the students to identify true or false characteristics, nor to determine whether or not sentences are grammatically correct or incorrect, the TOLD-I was found to be an inappropriate evaluation instrument for measuring objective three.

The second reason is related to other measuring devices which also served for the purpose of evaluating objective three. Both the listening questionnaire and the listening inventory are suitable for measuring this objective which involves listening with a purpose. The results are considered to be successful.

Objective number four, "students will increase their attention span and behavior as measured by attaining a score of 90% (percentile) on the Visual Aural Digit Span (VADS) test by Elizabeth Koppitz" (see Appendix E), also was not used in the final evaluation. Since this measuring device was designed to measure

ability for processing integration, sequence and recall, it was found unsuitable for measuring attention span. While attention span is closely related to listening it was assumed that the other three evaluation tools incorporated this skill in the body of the test. The results of "Lines and Circles Work sheet", "Are You a Good Listener" (questions 6-9) and the listening inventory (questions 5-7) are considered to be satisfactory.

Objective number five, "students will learn to respect the listening (and speaking) rights of others responding appropriately to the listening inventory of Dr. Youngs' "was measured through the use of the listening inventory. This evaluation instrument was administered both as a pretest and as a posttest. Although there is a small difference in the total number of students (pretest: N=26, and posttest: N=25) the results of the evaluation of the fifth objective indicate a significant improvement in the students' listening skills. Therefore objective number five was met successfully. Table 6 summarizes the results of the listening inventory.

Table 6

The Results of B. Youngs' listening inventory

Questions			No. of Yes Answers		No. of No Answers	
			Pretest	Posttest	Pretest	Posttest
1. Do you ever turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say?	Y	N	13	9	13	16
2. Can you tell from a person's appearance and delivery that he/she won't have anything worthwhile to say?	Y	N	14	7	12	18
3. When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately, either in your own mind or by interrupting the speaker?	Y	N	10	15	16	10
4. Do you listen primarily for facts rather than ideas when someone is speaking?	Y	N	20	15	6	10
5. When somebody's talking to you, do you try to make him/her think you're paying attention when you're not?	Y	N	20	7	6	18
6. When you're listening to someone, are you easily distracted by outside sights and sounds?	Y	N	18	17	8	8

Table 6

Questions			No. of Yes Answers		No. of No Answers	
			Pretest	Posttest	Pretest	Posttest
7. Do you go out of your way to avoid hearing things you feel will be too difficult to understand?	Y	N	5	9	21	16
8. Do certain words, phrases, or ideas prejudice you so that you cannot listen objectively?	Y	N	20	8	6	17
9. You thin about four times faster than a person usually talks. Do you use this excess time to think about other things while you're keeping general track of the conversation?	Y	N	17	9	9	16

A comparison of the results of the listening inventory, pretest and posttest, shows several impressive gains. The students' responses to questions two, five, eight and nine will be discussed.

The pre-implementation responses to question number two, "Can you tell from a person's appearance and delivery that he/she won't have anything worthwhile to say?", revealed that 14 students responded yes and 12 responded no, thus disclosing ineffective listening. The post-implementation responses to the same question, were: seven students responded yes and eighteen no. These responses show an increase in acquisition of effective listening skills. 18 (out of 25) students as compared to 12 students (in the pretest) responded appropriately to question number two. They were able to apply two important listening principles: 1) react to ideas and not to the person, and 2) avoid hasty judgements. These students have learned not to allow their reactions to a person to influence their listening.

The students' responses to question number five, "When somebody's talking to you, do you try to make

him/her think you're paying attention when you're not?" also show an increase in the students' appropriate responses. While in the pre-implementation, 20 students responded yes and six responded no, in the post-implementation, seven students responded yes and 18 responded no. This is an increase in the number of students who responded appropriately to question five. At least 13 students have acquired more effective listening skills. Such an increase also reflects that the majority of students were able to apply what they were taught. In this case the students applied several listening principles such as: 1) think and empathetize with the speaker, 2) listen to understand, 3) concentrate on what the other is saying.

Question eight, "Do certain words, phrases or ideas prejudice you so that you cannot listen objectively?" was responded by 20 students yes and six students responded no (in the pre-implementation). The post-implementation responses to the same question, eight yes and 17 no, show an increase of 11 students who have improved their listening skills. Indeed, most of the students applied another listening principle to

the answer of this question, namely they were able to leave their emotions behind and learned to be objective.

The students' pre-implementation responses to question number nine, "You think about four times faster than a person usually talks. Do you use this excess time to think about other things while you're keeping general track of the conversation?" were as follows: in the pretest 17 students responded yes and nine no; in the posttest nine students responded yes and 16 no. This indicated an improvement of their listening skills. The 16 students who responded negatively to question nine applied an important listening principle and admitted that it is better to use the difference in the rate of time in their advantage and thinking about what the speaker has to say, rather than thinking about other things.

Although one would tend to expect all the students to respond appropriately to all nine questions of the inventory, it is a very high expectation, considering the fact that some of these students have learning disabilities, some are "at-risk" students and others

may have other learning problems. Since it was impossible to meet the needs of all students within a relatively short period of 12 weeks, the writer was pleased with their performance on this inventory.

Upon the completion of the evaluation phase the writer attempted to further evaluate the strengths and weaknesses of the program and led a conversation with the students (see Appendix H). The writer was interested to find out how many students thought that it was important to have adequate listening skills. All the students agreed that it was important. The second question inquired whether or not the students should have opportunities, in school, for listening training. Again all students responded positively. The third question attempted to calculate how many students benefitted from the program and improved their academic performance. All the students responded yes to this question.

In conclusion, the acquisition of the listening skills program proved to be a success. The increase in the number of students who responded appropriately to the listening inventory, the students performance on

the listening inventory and the perfect scores obtained by most of the students on the work sheet revealed that the program had a very positive effect on the students. The students' application of listening principles to real life situations and to learning proved that they had acquired effective listening skills. The best indication of the success of this program came from one student who summarized it for all in the following comment: "It helped my grades..., I have gotten better in many subjects because I was listening". In fact, the listening skills program not only improved the students' academic performance when it also improved their interpersonal relations as reported by many students who have shared their experience in using "I" messages.

Discussion

The fundamental goal of the listening acquisition program reflected purposeful listening. In instructing listening skills the writer was mainly interested in the students' performance and in how they can apply

these skills, rather than in knowledge and memorization. Higbee-Mandlebaum and Wilson (1989) pointed out that Devine advocated the teaching of listening skills because "researchers have also found that listening skills can be measured objectively, taught systematically and remediated successfully" (p. 450). Indeed, the listening acquisition program has a potential for improving listening skills as was evident in the measurement of all objectives.

The five objectives selected by the writer stemmed from the practicum's goal and aimed at improving listening skills. All five objectives reflect functions of communication and were used as guidelines for developing a plan of action not as competencies to be mastered. Therefore the assessment process was based on formal evaluation.

The first two objectives included the issue of listener versus speaker and the ability to respond to verbal and nonverbal stimuli. These objectives were met within the established guidelines as supported by the data presented in the previous section.

The other three objectives concentrated on the listener. Although the results of the fifth objective were not all met within the established standards, they revealed that the instructions of the listening skills produced large improvement as presented in the previous section. These results offer clear evidence that the students have comprehended the listening principles, and were able to apply them to real life situations. It is possible that the development of new skills which require a higher level of thinking and knowledge was too difficult for fifth graders. In light of this fact the outcome of the fifth objective is considered to be satisfactory, otherwise the students would not have been able to improve their performance on the listening inventory. The third and fourth objectives which also involved communication and listening standards were considered to be assessed by the same tools used for the other three objectives, since these three objectives were met successfully, objectives three and four are also considered to be met.

The most important outcome of this practicum was the finding that even limited instructions, within a

relatively short period of time, can lead to the improvement of listening skills and transferred to academic and interpersonal areas. The writer did not expect an improvement in the students' academic performance and in interpersonal relationships. These two surprising outcomes were generated by the complete instructions of the listening program. Perhaps the impact of the program on the students' academic performance and their interpersonal relationships was also due to an increase in the students' motivation and socialization. Elliott-Faust et al. (1986) were also impressed with students' transfer of instructions from one area to another. Elliott-Faust et al. quote Roehler and Duffy who argued that the "consistent pattern of results across diverse situations bolsters confidence in theoretical claims that grade school students are most likely to use instructed processes properly only if teachers provide elaborated commentary and complete information about those processes" (p. 25).

In selecting methods and strategies for the listening acquisition program the writer used a combination of routine strategies from the following listening categories: communication, play, drama and art. Listening is a complicated process which involves several steps: 1) hearing, 2) attending or listening, 3) assigning meaning. Therefore the selections of skills and activities for this program to accompany the objectives were focused on reflecting five functions or purposes for listening: 1) discrimination, 2) comprehension, 3) therapy (reflective listening and working through problems), 4) analysis, 5) appreciation. These five functions were modified and adapted to meet the needs of fifth grade level students. The writer applied Friedman's (1986) description of such needs. Friedman stated that "students are listening for invitations to be included in social and work groups, for indications that others care for them, and for opportunities to control (to have power over how things run) all these needs must be fulfilled in the class or else anxiety and antisocial behaviors would occur" (p. 15).

Drama was the most important and valued technique which contributed to the achievement of the five objectives. Drama is a collective activity related to language arts and was emphasized in the instruction program. Drama promoted dialogue and allowed students to share learning experiences. O'Neil (1989) also stressed the use of dialogue drama in education because "dialogue is at the heart of every dramatic encounter, whether in theater or in the classroom, drama in education has enormous potential for the teacher" (p. 528).

The students also enjoyed drama activities and found them challenging. Drama activities provided opportunities for imagination and for making references to their real lives. The dialogue in which the students were engaged allowed them to see things from different perspectives, to explain, persuade, justify, read, share stories, show consideration, teach and learn. Thus resulting in a higher degree of motivation (O'Neil, p. 529).

The category liked best by all students was play and educational games. Whenever instructions included

play the students found more meaning in learning. Dauite (1989) believed that play is important to the teaching of listening skills. Dauite considers play a "powerful learning strategy" for many students. Through play children elaborate ideas and try new skills. (p. 657)

Role play was another technique related to play and drama which served in elaborating stories, TV talk shows and discussions. This technique helped the students generate many stories and discussions. The students enjoyed Phil Donahue's talk show/game, in particular, and constantly asked to repeat it.

Another activity which was liked by both the teacher and the students was sending "I" messages. This activity, which is part of the speech communication category also served the purpose of therapy (working through problem solving). Sonnenschein (1986) stressed the importance of messages. She claimed that the type of information included in a message is an important one because of the difference between producing and comprehending messages, which includes different types of

information. The use of "I" messages also allowed students to express their feelings. The students were encouraged to use "I" messages at school and at home. Their ability to produce appropriate "I" messages was related to their interest in improving communication. This activity was very rewarding for the students and improved their interpersonal relationships.

Writing was a less liked activity. What seemed to motivate the students to use written expressions was collaborative writing. Dauite (1989) believes that collaborative writing is one of the language arts' most valued activity.

In conclusion, the listening acquisition program incorporated all facets of communication, drama, play and art. Many of the activities chosen from these categories proved to be so enjoyable and rewarding that the students became efficient in the acquisition of listening skills.

The practicum indicates that the listening program was successful in improving the students' awareness of the speaker's and listener's responsibilities as well as improving their communication. This success

suggests that it is worthwhile to provide listening skills instructions because it helps students to expand their listening strategies and enables them to learn and communicate more effectively. The writer hopes that this listening acquisition program will help educators to remediate listening skills and will be taught systematically in an intervention program.

Recommendations

Since listening is one of the most used activities in school the following techniques are recommended in order to improve the students' listening skills:

1. Provide students with direct systematic listening instructions, as a content area in itself, a set of knowledge/skills similar to other content areas.
2. Establish a goal for each lesson and present it at the beginning of the lesson so that students will know what to expect.

3. Plan the lesson so that the students will be actively involved and will have something to do with the information they have learned.
4. Plan at least one purposeful and joyful listening activity.
5. Each lesson should consist of three parts: prelistening, listening and follow-up activities.
6. Prepare students to listen by reviewing listening rules for good listening such as: clear desk, sit quietly, listen with eyes and ears, look at the speaker think with the speaker). Other motivation--al devices. such as a question, introduce a puppet or a poster, or a poem.
7. Use clear stated, informative, logical, and well organized messages. Be sensitive to the status and knowledge of the listeners.
8. Summarize each lesson so that the students will have a sense of accomplishment.
9. Act as a role model for listening behaviors, or use peer models.
10. Involve the students in a wide variety of listening activities that could be applied to different life situations.

Dissemination

It is the writer's intent to contact the Principal, with whom the implementation was initialed, and present the results of this practicum. At this time the writer will ask for permission to conduct a teacher in-service and share the results of the practicum with all the teachers.

In addition, the writer plans to present this material at the annual convention of the Coalition for Advancement of Jewish Education (CAJE) as a guest speaker.

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APPENDIX A

TOLD-I Listening Composite

Appendix A

Results of the TOLD-I

	Quotients	
	150	
	145	
HIGH	140	
	135	
	130	
	125	
	120	
ABOVE AVERAGE	115	
	110	
	105	
AVERAGE	100	
	95	
	90	
BELOW AVERAGE	85	
	80	
.	75	
	70	
	65	
POOR	60	STUDENTS
	55	

Appendix A

TOLD-I (Test of Language Development Intermediate/Listening Composites)

CHARACTERISTICS

Say: "I AM GOING TO SAY SOME SENTENCES. LISTEN CAREFULLY AND DECIDE IF THE SENTENCE I SAY IS TRUE OR FALSE. FOR EXAMPLE, 'ALL BIRDS ARE BLUE.' IS THAT SENTENCE TRUE OR FALSE? IT'S FALSE, ISN'T IT? THINK ABOUT BIRDS; THEY ARE NOT ALL BLUE." Now say: "LET'S TRY ANOTHER. 'ALL BIRDS HAVE WINGS.' IS THAT SENTENCE TRUE OR FALSE? IT'S TRUE, ISN'T IT? BIRDS HAVE WINGS." Proceed with the numbered items, saying each sentence slowly and clearly. Discontinue after three failures in any five consecutive items.

Score 1 or 0	Answer Correct	Sentences
____	F	1. All trees are oaks.
____	F	2. All cows are brown.
____	F	3. All pets are dogs.
____	F	4. All promises are broken.
____	F	5. All popcorn is buttered.
____	F	6. All pencils are yellow.
____	F	7. All robbers are men.
____	F	8. All flowers are roses.
____	F	9. All fish are trout.
____	F	10. All secrets are kept.
____	F	11. All orphans are boys.
____	F	12. All Indians are Apache.
____	F	13. All the blind can see.
____	F	14. All children are happy.
____	F	15. All noises are loud.
____	T	16. All lumber is wood.
____	T	17. All cars are vehicles.
____	T	18. All boys are males.
____	T	19. All bananas are fruit.
____	F	20. All geese are males.
____	F	21. All men are fathers.
____	F	22. All horses are fast.
____	T	23. All igloos are icy.
____	F	24. All faces are pretty.
____	F	25. All apples are red.
____	T	26. All beef is meat.
____	T	27. All sugar is sweet.
____	F	28. All ranches are large.
____	T	29. All ravens are birds.
____	F	30. All causes are just.
8,9> ____	T	31. All pines are trees.
____	T	32. All steers are cattle.
10> ____	T	33. All horses have manes.
____	T	34. All cattle have hooves.
11> ____	T	35. All frights are scares.
____	T	36. All thieves steal.
12> ____	T	37. All coal is black.
____	T	38. All palominos are horses.
____	T	39. All hopes are wishes.
____	T	40. All alligators are toothy.
____	F	41. All days are long.
____	F	42. All chocolate is sweet.
____	T	43. All beggars are poor.
____	T	44. All beasts are animals.
____	T	45. All whispers are soft.
____	F	46. All razors are sharp.
____	T	47. All baseball mitts are gloves.
____	T	48. All rabbits are hares.
____	T	49. All jackets are coats.
____	T	50. All tunes are melodies.

____ No. of 1s
____ No. of 0's
(50) Total

GRAMMATIC COMPREHENSION

Say: "I'M GOING TO SAY SOME SENTENCES, SOME OF THE SENTENCES ARE CORRECT; SOME ARE INCORRECT. YOU TELL ME IF THE SENTENCE I SAY IS CORRECT OR INCORRECT. LET'S TRY ONE. 'I SEE YOU.' IS THAT SENTENCE CORRECT OR INCORRECT? (pause) YES, THAT'S A CORRECT SENTENCE. LET'S TRY ANOTHER. 'ME PLAY BALL.' IS THAT SENTENCE CORRECT OR INCORRECT? (pause) YES, THAT'S AN INCORRECT SENTENCE." Proceed with the items. Follow each sentence with the question " IS THAT SENTENCE CORRECT OR INCORRECT?" Discontinue after three failures in any five consecutive items.

Score 1 or 0	Sentences
____	1. John always forget where he lives.
____	2. She's the faster runner of them all.
(____)	a. (I saw the game.)
____	3. You was here yesterday.
____	4. He drinked the cola.
____	5. We was not in school yesterday.
____	6. They was all here for breakfast.
____	7. Does those boys go to your school?
(____)	b. (They like school.)
____	8. Bob don't run fast.
____	9. It don't matter what you say.
____	10. Anna don't like school.
____	11. We haven't no candy to give her.
____	12. Mary and me went to the movies.
(____)	c. (She can play.)
____	13. She growed three inches this year.
____	14. The visitors comed from the city.
____	15. They are the ones who done it.
____	16. Bob and Joe is in the army.
8,9> ____	17. Them girls stole the cake.
(____)	d. (He is tall.)
____	18. Them two boys joined the navy.
10> ____	19. We seen him do it.
____	20. They are the baddest men in town.
(____)	e. (She ran home.)
11> ____	21. Mary brung a present to the party.
____	22. We don't have no apples.
12> ____	23. That there sandwich belongs to Bill.
(____)	f. (Betty watches TV.)
____	24. Poor people don't have no money.
____	25. The robber had went before the police came.
____	26. Mary got sick and was took to the hospital.
____	27. They won the game all by theirselves.
____	28. It was them who won the war.
(____)	g. (The men were happy.)
____	29. Joan and her are friends.
(____)	h. (The grass is green.)
____	30. It was me who won the race.
____	31. We saw two deers in the park.
____	32. We been waiting for you.
____	33. The wagon was broke.
(____)	i. (The apples are red.)
____	34. I can't hardly do any more.
____	35. If I was him, I'd go.
____	36. He's the greatest of the two players.
____	37. Clark wanted to be a artist.
____	38. She ran quick.
(____)	j. (The cup is full.)
____	39. He had to choose between the three of them.
____	40. I will lay down and rest.

____ No. of 1s
____ No. of 0's
(40) Total

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APPENDIX B

QUESTIONNAIRE

Questionnaire

ARE YOU A GOOD LISTENER?

		Almost Always	Usually	Occasionally	Seldom	Almost Never
	ATTITUDES					
1.	Do you like to listen to other people?	5	4	3	2	1
2.	Do you encourage others to talk?	5	4	3	2	1
3.	Do you listen even if you do not like the person who is talking?	5	4	3	2	1
4.	Do you listen equally well to friend, acquaintance, stranger?	5	4	3	2	1
5.	Do you listen equally well whether the person talking is man or woman, young or old?	5	4	3	2	1
	ACTIONS					
6.	Do you put what you have been doing out of sight and out of mind?	5	4	3	2	1
7.	Do you look at the speaker?	5	4	3	2	1
8.	Do you ignore distractions?	5	4	3	2	1
9.	Do you smile, nod your head, and otherwise encourage him to talk?	5	4	3	2	1
10.	Do you think about what he is saying?	5	4	3	2	1
11.	Do you figure out what he means?	5	4	3	2	1
12.	Do you try to figure out why he is saying it?	5	4	3	2	1
13.	Do you let him finish what he is trying to say?	5	4	3	2	1
14	If he hesitates, do you encourage him to go on?	5	4	3	2	1
15.	Do you restate what he has said and ask him if you got it right?	5	4	3	2	1

ATTITUDES	Almost Always	Usually	Occasionally	Seldom	Almost Never
16. Do you withhold judgement about his idea until he has finished?	5	4	3	2	1
17. Do you listen regardless of his manner of speaking and choice of words?	5	4	3	2	1
18. Do you listen even though you anticipate what he is going to say?	5	4	3	2	1
19. Do you question him in order to get him to explain his idea more fully?	5	4	3	2	1
20. Do you ask him what the words mean as he uses them?	5	4	3	2	1

—

YOU. TOTAL UP YOUR SCORE!

Scoring of Tests:

If your score is 75 or better, you are a Good Listener

If your score is 50-75, you are an Average Listener

If your score is below 50, you are a Poor Listener

Appendix C

Needs Assessment - Taped Interview

Appendix C

Needs Assessment - Taped Interview

Question: What do you think about what we have done together, in the past few weeks?

Student 1: Checked our listening skills.

Student 2: Seeing how good we have been listening in class.

Student 3: To understand if we know what you are talking about.

Student 4: To find out if we need to improve our listening skills.

Question: What are your needs regarding listening skills, what would you like to change?

Student 5: I think we should play, you know, play learning, you will play with us and teach us how to listen.

Student 6: We can play games, you can tell us something and we'll have to remember.

Student 7: Follow directions.

Student 8: I want to follow directions too, because if you follow directions then you know what the teacher tells you to do.

Question: How many people think that they have great listening skills?

Responses: 14 students raised their hands.

Question: How many people think they have average listening skills?

Responses: 8 raised their hands.

Question: How many people think they have poor listening skills?

Responses: 2 students raised their hands.

Question: How many people would like to improve their listening skills?

Responses: 14 students raised their hands.

Question: What do you want to improve?

Student 9: Don't play around your desk.

Student 10: Don't talk while speaker is talking.

Student 11: Listen and be quiet.

Student 12: Not play with your fingers.

Questions: How many people think that they will be able to improve their communication skills if they will improve their listening skills?

Responses: 14 students raised their hand.

APPENDIX D

Question the Direction: Lines and Circles

Mixed Directions

Task 4C: Lines and Circles

Materials: Each student needs a pencil and a copy of Lines and Circles, page 129.

Instructions: Look at the boxes and words on your worksheet. I'm going to give you some directions about them. When I give you a clear direction that you can and should do, then do what I tell you to do. When I give you a direction that isn't clear, or that you can't or shouldn't do, raise your hand. If I call on you, explain what's wrong with my direction.

1. Look at box number 1. Draw a line under the second word; draw a line through the fourth word; draw a line above the first word; draw a circle around the third word; and draw an X on the fifth word. *I can't remember everything.*
2. In the same box, underline a word if it begins with the letter (sneeze). *I didn't hear which letter.*
3. In the same box, circle the words that spell: D-I-D and H-A-D.
4. Now, in the same box, underline the first and last words.
5. Please look at box number 2. Put your finger on the word I'm thinking of. *I don't know which word you're thinking of.*
6. In the same box, circle the stummiest word. *I don't know what* stummiest *means.*
7. In the same box, erase the word I spell: O-V-E-R. *I can't erase something that's printed.*
8. In the same box, circle all the words that end with the letter R.
9. Look at box number 3. Underline that word. *I don't know which word to underline.*
10. In the same box, circle the word that has an E at the end.
11. In the same box, underline the first and third words.
12. In the same box, put your finger on one of the demonstrative pronouns. *I don't know what* demonstrative *pronoun means.*
13. Now, look at this box. (Hold up the worksheet and point to box number 4.) After you circle the first word, circle the last word too.
14. In the same box, draw a line under the sixth word. *There are only five words.*
15. In the same box, circle the word that is to the right of the word that's second from the left and then underline the word that's two words to the left of the last word. *I can't remember everything.*
16. In the same box, underline the word I spell: K-I-T-T-E-N.
17. Look at box number 5. Circle the word next to that one. *I don't know which word I'm supposed to circle.*
18. In the same box, circle the last word.
19. In the same box, erase the second word. *I can't erase something that's printed.*
20. In the same box, underline all the words that begin with the letter F.

IEP Goal: With 90% or greater accuracy, the student will correctly follow those worksheet directions what are clear and reasonable. The student will tell which directions are unclear or unreasonable, and will explain why, with 90% or greater accuracy.

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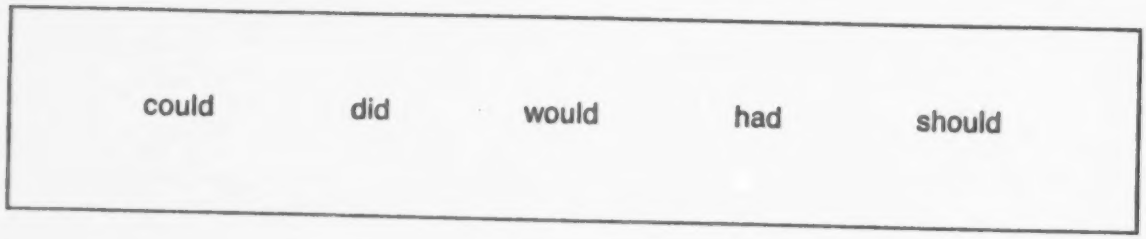
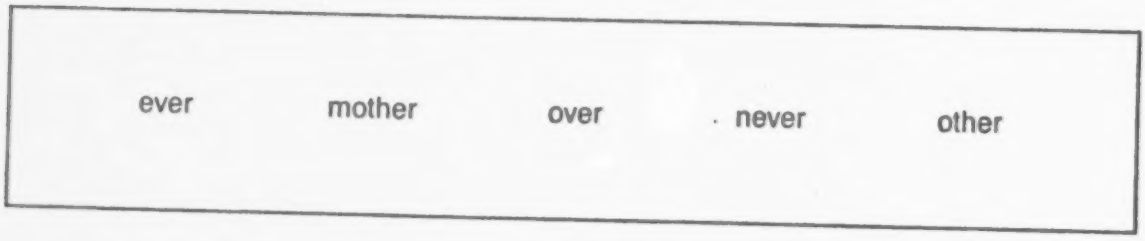
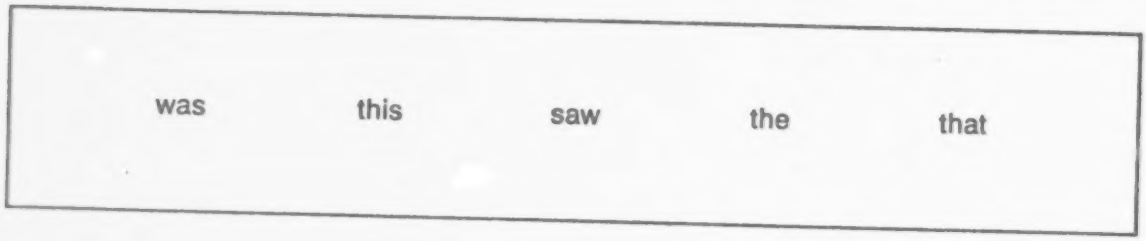
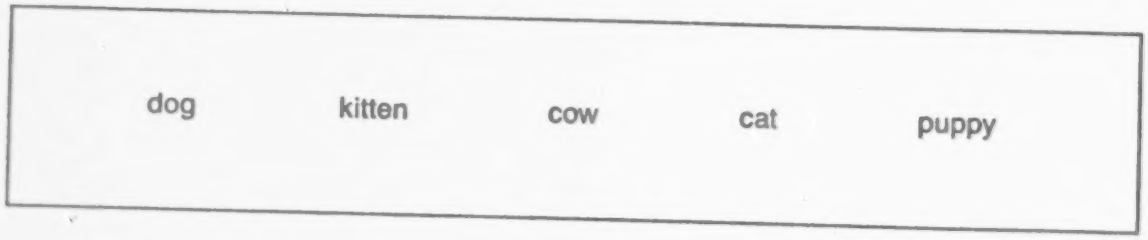
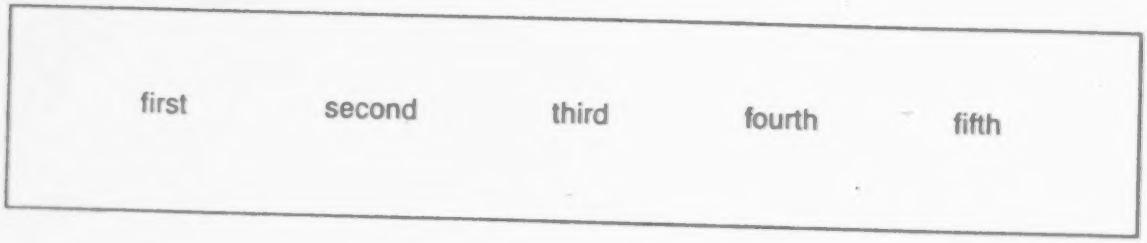
Lines and Circles

1. 

2. 

3. 

4. 

5. 

MIXED DIRECTIONS

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September 12, 1990

Ms. Carol Barmor
1308 Selkirk Lane
Indianapolis, Indiana 46260

Dear Ms. Barmor:

Thank you for your interest in LinguiSystems and our Question the Direction. After our conversation, it was decided that we would indeed give you permissions to use the activities from Question the Direction in working with your dissertation theme, "Improving Listening Skills of 4th Grade Students Through Listening Activities."

It is our understanding that you will be using the product, and then referring to its use in your dissertation. It will also be listed as a reference in the Appendix. This permission does not include any photocopying of any pages in Question the Direction. That request would have to be made separately.

We would also like for you to send us a copy of your completed dissertation for our product files.

Good luck, and thank you for your interest in LinguiSystems' products.

Sincerely,

Carolyn Blagden

Carolyn Blagden
Editorial Manager

APPENDIX E

The VADS Test

VADS Test Scoring Sheet

Directions: On the Aural-Oral, Visual-Oral and Visual-Written Subtests start 5½ and 6 year olds with the 3-digit series, 7 to 9 year olds with 4 digits, and children age 10 or older with the 5-digit series. On the Aural-Written Subtest start 5½ to 7 year olds with 3 digits and pupils age 8 or older with 4-digit series. Mark each correctly reproduced digit sequence. If Trial I was correct go on to the next higher digit series, if Trial I was incorrect give Trial II. If Trial II was correct go on to the next higher series. Discontinue a Subtest if both Trials of a series were missed. The longest series correctly reproduced equals the score for a given Subtest. Note down observations of child's behavior such as: grouping, rehearsal, tracing of digits; size, shape, reversals, and organization of digits, types of errors (e.g., transpositions, omissions, additions); impulsive scribbling, erasures and corrections, etc.

I. *Aural-Oral Subtest* (Card 1-1)

Trial I	Trial II
63	25
259	574
8493	7296
97852	41357
367194	165298
4579281	8591342

Observations:

Score_____

II. *Visual-Oral Subtest* (Cards 2-A to 2-10)

Trial I	Trial II
42	35
573	216
3147	8516
93148	68725
471983	374697
8324715	7964835

Observations:

Score_____

III. *Aural-Written Subtest* (Card 3-1)

Trial I	Trial II
24	31
532	295
5826	4937
96183	38159
473859	148352
8372951	7294156

Observations:

Score_____

IV. *Visual-Written Subtest* (Cards 4-A to 4-10)

Trial I	Trial II
14	32
426	538
9178	7624
29763	16459
517423	985216
3891742	5618329

Observations:

Score_____

APPENDIX F

Evaluation Sheet

INSTRUCTIONAL MATERIAL

Attention, Listeners!

1. Was the topic adequately covered?
2. Was the information organized?
3. Was the report interesting?
4. Could you hear?
5. Did the speaker have poise?

Evaluation Sheet

Name _____

Topic _____

		Excellent	Good	Fair	Poor
Material	Amount				
	Organization				
	Interest				
Delivery	Voice				
	Pronunciation				
	Poise				

Notes:

Questions:

84 Duplicating Quality Classroom

Appendix F

The results of the Evaluation Sheet

Table 6a: The results of the evaluation of material

Rating	Amount	Organization	Interest
	# of Students	# of Students	# of Students
Excellent	6	3	9
Good	12	14	3
Fair	9	7	10
Poor	0	0	0

Table 6b: The results of the evaluation of delivery

Rating	Voice	Pronounciation	Poise
	# of Students	# of Students	# of Students
Excellent	11	4	7
Good	5	10	6
Fair	4	6	6
Poor	0	0	0

APPENDIX G

Listening Chart

Appendix G

Listening Chart

Time	Place	Conditions	To Whom Listening	What was Right or Wrong About My Listening

APPENDIX H

Post Needs Assessment

Appendix H

Post Needs Assessment

How many students think that listening skills are important? All students raised their hands.

How many students think that listening training should be provided in school? All the students raised their hands.

How many students think that the listening activities helped you to improve your academic performance? All the students raised their hands.

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September 12, 1990

Dear Carol Barmor,

This letter verifies that you have permission to use "The Listening Inventory from STRESS AND CHILDREN by Dr. Bettie Youngs in your practicum entitled: Improving Listening Skills of Fourth Grade Children Through LIstening Activities.

Best wishes,

Scott Pearl
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